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CHANGING ROLES IN A CHANGING WORLD

A Resource Guide Focusing on the Female Student

Ministry of Education
Ontario

Hon. Thomas L. Wells
Minister of Education

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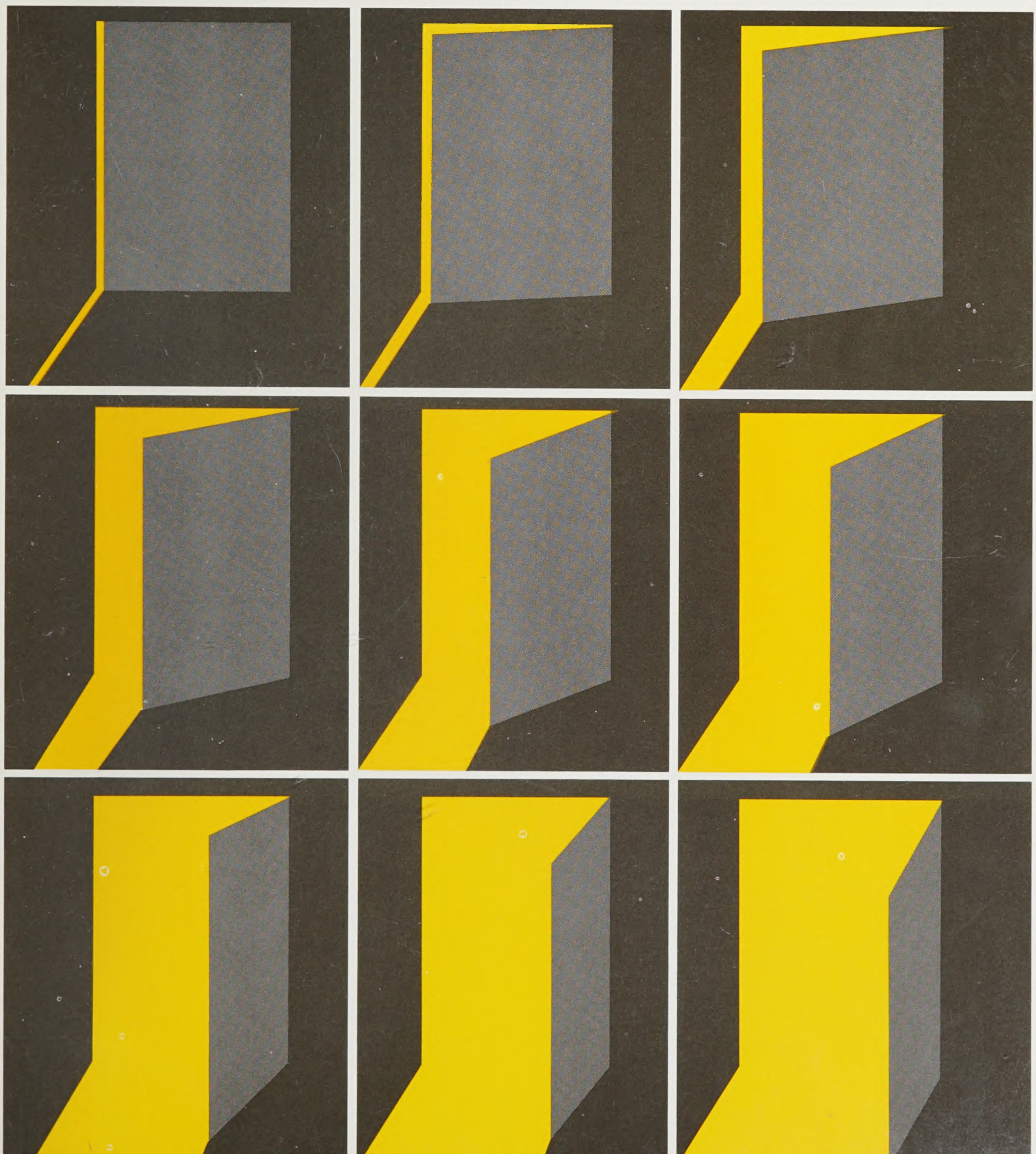

CHANGING ROLES IN A CHANGING WORLD

A Resource Guide Focusing on the Female Student

This booklet examines the special needs of young women. It has been prepared for consideration and use by all teachers, counsellors, principals, and other educators. The booklet not only explores the special needs of young women but also makes some suggestions that will help all educators to meet these special needs. It also addresses the question of the long-term consequences of the changing roles of women, as they affect both young women and young men now and in the future.

The brief quotations found in this booklet are excerpts from essays written by students.

"I am not really an important person except to me and my family, and I worry and dream like everybody else, but what I do for the rest of my life is still very important to me."
Frances, age 13

"I find myself, as a woman, expected to do certain tasks and to choose certain professions. What is even more upsetting is that some women do not recognize this pressure and unconsciously submit to it."
Juliet, age 18

"Me? There is no way of defining me because I change every minute. Everyone changes so there is no way of defining anyone."
Anita, age 17

CHANGING ROLES IN A CHANGING WORLD

A Focus on the Female Student

INTRODUCTION

In every facet of life today's young woman is feeling the pressure and need for change to some degree. She is beginning to recognize and acknowledge unfulfilled needs, and she is beginning to see the limitations of the traditional value system and its inadequacy to meet those needs. And so today she is tentatively striking out in new directions, but not without some doubt and fear. Her world is in transition, and the clear-cut guidelines that defined her roles and relationships for so long have been blurred or rendered irrelevant.

Recent research indicates that the majority of girls who are in school today expect to be married a few years after leaving school, settle down, and raise a family. Their plans for the future place a low priority on job training because they anticipate that the time between school and marriage will be brief. But the facts of life in society today do not support the expectations of many of these young women, and they are going to be ill-prepared to deal with the realities that await them unless they receive some assistance.

It is anticipated that eight out of ten women presently in school will work outside the home for twenty-five to thirty years. In Ontario, half a million working women are widowed, divorced, separated, or single, and support themselves and their families. More than forty per cent of all married women in Ontario work outside the home, seventy-five per cent of them full-time. The average married woman leaves the work force for no more than ten to fifteen years for child-rearing and then returns to work. Most women who re-enter the labour market are unprepared vocationally or psychologically to compete for jobs.

Teachers and counsellors must be aware of the number of young women who lose direction and interest in their studies, who show promise yet end up spending many years underemployed, not using or developing their skills. Most of these young women do not anticipate the problems they will face, so they do not ask for help. It is not enough to respond to expressed needs from students; it is necessary for administrators, teachers, and counsellors not only to be sensitive to unfelt needs such as those inherent in the discrepancy between the expectations of young women and the social reality, but also to intervene by raising questions and exploring students' perceptions of social roles. To make this increased sensitivity and questioning as enriching an experience as possible, educators will need to assess their own personal attitudes and values in the light of changing conditions.

Educators must look at themselves and their school community, and be sensitive to stereotyped attitudes and beliefs. It takes effort to innovate, to overcome inertia, to recognize and respond to needs – especially to those needs that are not yet articulated. For both young men and young women, exploring an expanded range of roles and of ways of interacting with each other is an exciting possibility. A richer realization of the human potential can begin through an exploration of changing roles in a changing world.

"Why don't people stop telling you you can never become this or that. If other people have, why can't I?"
Jane, age 11

"I think the only way women can achieve real equality is if both men and women learn to understand each other much better."
Gerrard, age 18

"I see myself as an individual. I do things I feel are right, not what others think are right. My goals are plain and simple: my ambition is to be a loving wife and mother. As for a career, I would enjoy being an airline stewardess, yet, to me, it has such a difference from being a mother and wife."
Irene, age 13

THE WORLD OF THE CONTEMPORARY FEMALE STUDENT

The following is a composite letter developed to reflect a number of issues and points of view of concern to female students.

Dear Teacher:

We wanted to have a class discussion about the problems women have in our society today, but you discouraged the idea. You said that you did not understand why there was suddenly so much fuss about women and that the concerns were exaggerated, but you said that if I could write down some good reasons, you would consider having the discussion.

I have been thinking a lot about what you said and trying to look at myself. It is hard to decide what to think when adults tell you different things. I decided to describe my own life right now, in order to come to my own conclusions.

I used to do pretty well in school, but this year I am having trouble in Science and French. There was one project in Science that really excited me this year – I put together an experiment on the ecosystems in a pond. I got pretty muddy sometimes trying to get my samples, but the results were worth it. Our science teacher liked the research I had done, but when he came to visit the site he said that the project was not an appropriate choice for a girl. I don't understand why he did not approve. Maybe I should drop Science anyway; it takes a lot of work, and I can't see how it will ever be relevant for me.

The people who represent the universities were here last week, and I sat in on a couple of sessions. I found it difficult to relate, because it was hard to see how I might fit into one of those places – and I was afraid to ask stupid questions in front of everyone. I am not sure that I should go to university anyway. My counsellor said I should make up my mind soon. I'm afraid my parents can't afford to help me.

My mum has just decided to go back to work for the first time in twenty years! I think my dad is upset because he says he has always been the breadwinner, and because mum is so tired after doing the housework. She tried to get a selling job, but they only had one position so they gave it to a family guy; I guess that makes sense. She is now working as a typist. She doesn't like the job and gets pretty low pay. What worries me is, how long is she going to have to do that? She might have to work there for years because she can't get a job she likes better. We even talked about her taking a course for more training (my mum at school!) but she said she was too old to learn anything.

My older sister is lucky because she has a really great job doing public relations for a company downtown. She sure is enjoying herself. She even gets to travel. She is not married yet. She says she is going to wait until she is sure of what she wants in marriage. I worry that maybe she won't get married, that men might not like to take out a woman who has an important job.

One of my girlfriends just became engaged last week. Is she ever excited! She plans to quit school at the end of the year and get a job as a secretary or something while her husband goes to community college. She had planned to go there too, but they can't afford to have both of them go. She seems really happy. My other girlfriend's sister got married, but something went really wrong and they broke up. She has a baby and is on welfare right now because she can't find a way to have the baby looked after while she works. None of the jobs she has looked at pays enough to have the baby looked after properly. I would hate to have that happen to me!

My boyfriend and I do lots of things together, and we share the cost of dates most of the time. We talk on the phone a lot and I call him even though my mother told me that was not a proper thing for a girl to do. That worried me a while, but he said it was O.K. I don't think his mother likes it much, though. She sounds kind of funny when she answers the phone. He and I went to the community centre together and learned how to macramé and cane chairs. We found an old chair and were recaning the seat when a couple of his friends came over. Did they ever laugh at him! He was uncomfortable, so he said that it was really my chair and that he was just helping me. That made me really mad!

I guess what confuses me is that I really want to do something that is exciting, something that gives me a lot of satisfaction, like my sister has in her job. I sort of think my friend who is getting married is crazy not to take the course at college, but she says I'm just jealous. Maybe I am.

I don't know what to think. I'm afraid to do anything different if I'm going to get laughed at or put down because what I'm doing isn't right. I don't even know what is the right thing to do any more.

I guess these are some of the things I hoped to talk about in our discussion. Do you think I'm exaggerating, or that these questions aren't important? I sort of thought they were. Please let us have that discussion.

Sally

This letter represents the outlook of many young women today. It is not enough just to say to a girl that it is possible for her to do anything she wants. Many young women fear losing their security and sense of belonging as they move outside the traditional value system. As a result, they often do not quite make it into new roles that interest them. They recognize their crisis, but do not know what to do about it.

If today's young woman is to cope successfully with the changing world, she needs many things. She needs accurate information about educational opportunities, the job market, and her legal rights. She needs opportunities to examine alternatives and the consequences of those alternatives as she develops her own value system.

She needs role models – including women who have handled their conflicts successfully and who are willing to share their experiences.

Most important, she needs emotional support. She needs support, acceptance, and love from all the "significant others" in her life, so that she can feel free to explore and fulfil her needs for creativity, competence, and autonomy, and to find such fulfilment in her own unique and individual talents and abilities. She needs to discover herself.

School counsellors and other school staff have the potential to meet these needs. It is imperative that all young people develop a wide and objective view of the world. Since young women's ideas tend to be less realistic in this area than young men's, they have special "catch-up" needs. Young women must be helped to understand the implications of the changing conditions.

Teachers, counsellors, and other school staff can have a strong impact on student awareness of change and of the range of possibilities. Values and attitudes reflected in teaching, counselling, and behaviour can quite unconsciously become a powerful reinforcement of the status quo. With increased sensitivity, educators can also provide the stimulus and the support that young people need in order to take a clearer look at the world outside and to start re-evaluating their thinking.

"I believe in equal rights for women and men. To a certain extent, mind you."
Judy, age 16

"I see myself sort of not sure of myself."
Bob, age 12

"I guess I'm a bit afraid of what the future is going to be. Right now I can see myself getting involved with the world and its people."
Bill, age 13

"I feel like a woman most of the time–not the liberated type, but rather how I was made–how God created me– gentle and fragile and a pretty person...a nice smell, scent of perfume, and long eyelashes, very feminine and attractive. I am quiet, subdued, and helpless. Sometimes I feel like a stepping stone–people hurt me and step on me and it's just not fair."
Melanie, age 17

THE WORLD OF THE FUTURE

It is not enough to look at the gap between young women's expectations and what is in fact happening in the world today. Society is changing so fast that we must not only work to help girls cope better with today's world, but we must also help them look towards the future.

The changes taking place today are so rapid that by the time girls in elementary school enter the labour market, they are likely to meet such economic realities as the following:

□ Since men are now taking jobs that were traditionally regarded as "women's jobs", women will also have to compete for jobs they once took for granted.

□ There will be greater competition for all jobs.

□ Women will have to recognize the need for better preparation in order to be able to compete for the more responsible jobs.

□ Women who are self-supporting are increasing in numbers.

□ Women will leave the work market for a shorter time than they do at present for child-bearing and -rearing.

Young people will place increasing emphasis on sharing and on assuming equal roles. The boys will no longer be the only ones to bear the responsibility for taking the initiative in a relationship and to cope with the fear of rejection. The girl will no longer be expected to assume the passive waiting role. She will learn to initiate and plan to meet her interests as well as those of her partner.

Implicit in these changing relationships is the need for young women to explore and develop their own personal values. In developing their own values, it is necessary that they consider the values generally accepted within the community.

Because of the increased sharing of responsibilities pertaining to the economic support of the family, women will no longer be willing or able to fill several roles simultaneously without assistance from their husbands. In shared accommodation situations, chores are divided among the house members. The community is also taking increasing responsibility by making day-care centres more readily available.

More young couples will be spending their entire lives in rented accommodation, so that the satisfaction many women derive from home activities today may be less rewarding for the homemakers of the future. Also, people will probably change their accommodation more often than they do today.

This world of the very near future will be an exciting place for the young woman who has self-confidence and an awareness of her abilities and aptitudes.

By accepting herself and being aware of the wide range of roles and activities open to her, she will be a more flexible person and able to live her life more fully.

IMPLICATIONS FOR THE YOUNG MAN

As the young woman takes advantage of her new opportunities and as she becomes more fully her own person, it is clear that the resultant changes will have significant implications for the young man. He may see the changes in terms of a struggle – a struggle in which men lose what women gain. For some it will be a struggle. On the other hand, many young men may see that, for them, much will be gained from the changes that are taking place today.

Traditionally, there has been a heavy emphasis on boys' toughness and strength, particularly as demonstrated in contact sports and competition of all kinds. Boys who were physically less strong or more slow in developing, or those who just weren't interested, were often seen as somehow less masculine and therefore less deserving of respect. The implication of the changing attitudes is that there will be a broader horizon, a wider base of activities that are acceptable and respected for boys. It will become an advantage to have other qualities and to express a wider range of feelings than has traditionally been acceptable. Boys will be encouraged to reveal tenderness, vulnerability, and sensitivity.

Boys will have to accept the fact that there will probably be more competition from girls. Hopefully, the we/they barriers can be reduced and the boys will feel less pressure to prove themselves in stereotyped ways. During this time of change, however, they will need help to come to terms with their sense of confusion and loss, and to value their gain.

The competition for jobs by both men and women will continue to grow and the selection of workers will be based increasingly on competence without reference to the sex of the applicants. Young men will find women colleagues both among their peers and their superiors. They may need to re-evalute attitudes of male superiority in order to work successfully in this changed environment.

Current discussion of legislation pertaining to marriage may lead to legal changes that will assume a new form of social and economic partnership in which women and men share equally in the assets of the marriage. If women become more economically secure they may be more ready to leave a marriage if it fails to fulfil their expectations. When there are two salaries, the partners may be more inclined to make joint decisions on spending. There will also eventually be a greater sharing of household responsibilities and perhaps the sharing of a single job between the two partners. This sharing may extend to decisions concerning family size and to a fuller participation by both partners in the rearing of their children; both men and women could gain much from such sharing.

The couple will also have the freedom to decide that the man will stay at home for a period of time while the woman goes to work, especially in cases where the wife's salary exceeds that of her husband's or where her job is more satisfying to her than his is to him.

Significant change in the status quo will involve individual struggle, soul-searching, and need for assistance and support. The energy generated in this way may free the individual and engender a more flexible society, responsive to the individual needs and abilities of both women and men.

"I'm sorry this story about me is so messy, but there is so much about me."
Janet, age 12

AN INVENTORY

The following checklist is intended to help teachers, counsellors, or administrators focus on issues dealing with the school/work setting. The questions are designed to help identify specific areas needing closer scrutiny.

1. Classroom Practices	YES	NO
Do you expect girls to do better in some subjects and boys to do better in others?	☐	☐
When a helper is needed in the classroom, do you assign jobs according to sex?	☐	☐
Do you discipline boys and girls differently in your classroom?	☐	☐
Are you consciously aware of and actively dealing with the issues raised in this document?	☐	☐
Have you developed teaching strategies to help your pupils deal with the changing roles of men and women?	☐	☐

2. Resources	YES	NO
Have you and your pupils reviewed the textbooks and other learning materials for sex-role stereotyped content?	☐	☐
Do you work with others to develop materials devoid of sex-role stereotyping?	☐	☐
Are the contributions of women to the arts, literature, science, and history clearly recognized in the courses taught in your school?	☐	☐

3. Curriculum	YES	NO
Do girls and boys share equally in the sports facilities, programs, and available funds in your school?	☐	☐
Are girls and boys actively encouraged to participate in all courses and programs in your school?	☐	☐
Does your school offer family life education courses for all pupils?	☐	☐

2
SONY VIDEO CAMERA

Do you provide opportunities in your classroom for pupils to learn to cope with the changing roles of men and women in our society?	☐	☐
4. Career Counselling	YES	NO
Are there any courses in your school that are recommended to pupils on the basis of sex?	☐	☐
When a pupil is counselled, are all educational and vocational opportunities explored regardless of the sex of the pupil?	☐	☐
Does the occupational information in your school portray jobs without gender?	☐	☐
Do you challenge a student when you detect a stereotyped attitude that appears to be self-defeating, blocking the student's path to achieving full potential?	☐	☐

SOME SUGGESTIONS FOR ACTION BY THE TEACHER, COUNSELLOR, OR ADMINISTRATOR

Sex-role stereotyping is learned early, increases over time, and holds true for both sexes. It is your task, and it is a challenging one, to communicate an awareness of the changes taking place in society. The suggestions that follow have been developed in response to the concerns raised in this booklet. This is not a comprehensive list, but will provide you with some ideas that may be useful starting-points.

□ Strive to become more aware of your own conscious and unconscious attitudes and expectations.

□ Review your course of study and related learning materials for sex bias.

□ Introduce girls to successful women who could serve as role models.

□ Hold parent-teacher-student meetings to discuss sex bias and look for ways of bringing about change responsibly.

□ Organize discussion groups of male and female students to discuss the implications of a woman's combining marriage and career.

□ Review the occupational literature in your school for sex-role stereotyping.

□ Set up a career bulletin board and once a month feature women who hold non-traditional jobs.

□ Use the films listed in the bibliography to stimulate class discussion (see page 22).

□ Plan a career day for parents that focuses on opportunities for women in the world of work.

□ Identify the resources in your community:
(a) women in non-traditional roles;
(b) groups willing to help, such as business and professional women's clubs and organizations, and various types of community centres.

□ Go to the guidance office and look at the career Selector Kit to evaluate its applicability for your class.

□ Monitor the allocation of school funds to ensure equality of distribution among activities involving girls and boys.

□ Make use of the women's kits and career games that have been developed.

□ Direct attention to the accomplishments of famous Canadian women.

□ Share the materials you have with teachers in other schools.

□ Have your students monitor the media for sex bias.

□ Have your students collect newspaper articles and develop files of new and interesting careers.

□ Persuade the teachers in your school to pay attention to the issues raised in this document.

□ Keep informed of and use the research and other literature pertaining to women.

□ Monitor the wording of the requirements for scholarships and prizes in the school and the awarding of scholarships and prizes.

□ Consider the development of women's studies courses in your school.

□ Use debates to question the validity of stereotype generalizations by turning them around (e.g., "All boys want to be husbands and fathers.").

□ Develop an out-of-school work program in which students are given opportunities to experience non-traditional occupations.

THE CHALLENGE

Change in our society is inevitable; it is happening now. As an educator, you are faced with the challenge of exploring the trends and of coming to terms with the changes, of examining your own attitudes and values regarding the changing roles of women in our society, and of attempting to communicate an awareness of these changes to the young women and men in your school. You have a significant impact on the developing awareness of each pupil. You may choose either to help bridge the gap between school and the outside world, or you may choose to widen it; there is no other choice. If you and your pupils work with change, you can determine its impact and become more flexible. You can lead the way with your students. This is not the time to look to experts; the most effective strategies will be your own.

It is difficult but essential that you as an educator strive to become aware of any conscious or unconscious biases that may influence you and your work. If you do, you will be able to enhance the development of your students; if you do not, you may limit their growth. What you need most is awareness – awareness of your own attitudes and values as well as of the changing attitudes and values in our world today.

BIBLIOGRAPHY FOR EDUCATORS

Since a number of the books listed express their viewpoints in language that may offend some readers, this bibliography is not intended for the use of students. However, teachers may decide that certain books should be explored by their students. Discretion in the use of these books is essential.

The books express a variety of viewpoints and represent a cross-section of current ideas and attitudes towards changing roles in a changing world.

Adams, Elsie, and Briscoe, Mary Louise.
Up Against the Wall, Mother.
Beverley Hills, California: Glencoe Press, 1971.
This anthology advances the viewpoint that the social structure has forced women to assume roles that are damaging to their identity. The book treats women's liberation within the context of human liberation.

Bird, Florence.
Anne Francis: An Autobiography.
Toronto: Clarke, Irwin, 1974.
This autobiography of the Chairman of the Royal Commission on the Status of Women in Canada also describes her career as a well-known journalist and commentator.

Carlson, Dale.
Girls Are Equal Too.
New York: Atheneum, 1974.
In this book teenage girls are given a look at the position of women today, yesterday, and tomorrow. The author presents, with humour and irony, situations a girl is likely to encounter when growing up. She tells of the condition of women through the centuries and the opportunities now open to young women.

De Crow, Karen.
The Young Women's Guide to Liberation.
New York: Pegasus, 1971.
The place of women in society is undergoing dramatic change. This handbook provides suggestions for breaking through established barriers.

Farrell, Warren.
The Liberated Man.
New York: Random House, 1973.
Written by a sociologist, this book raises some interesting issues about the relationships of men to the women's movement.

Fasteau, Marc.
The Male Machine.
Toronto: McGraw-Hill, 1973.
This book is an attempt by a man to examine conformity to the male ideal. Looking ahead with optimism, the author anticipates an androgynous world where neither men nor women will be bound by restrictive, polarized sex roles.

Hobbs, Lias.
Love and Liberation.
Toronto: McGraw-Hill, 1970.
"Men do not perceive, let alone understand, the changes that begin to shift and swell around them. When they manage to stop laughing, they will be in for a shock, for they will find themselves confronting a new woman..."

Kundsin, R. B.
Women and Success:
The Anatomy of Achievement.
New York: Morrow, 1974.
This is a series of autobiographical statements by a variety of women in a variety of occupations, and with different personal life styles and viewpoints.

Nunes, Maxime, and White, Deanna.
The Lace Ghetto.
Toronto: New Press, 1972.
These real-life accounts of women's experiences of marriage, motherhood, and sex are presented in contrast to the "stereotyped" woman. This book uses explicit language to express its viewpoint, and may offend some people.

Shack, Sybil.
The Two-Thirds Minority:
Women in Canadian Education.
Toronto: Guidance Centre, Faculty of Education, University of Toronto, 1973.
Topics in this book include women's acceptance of stereotype concepts in education; women in the classroom; men in administration.

Stacey, Judith; Bereaud, Susan; and Danills, Joan; eds.
And Jill Came Tumbling After.
New York: Dell, 1974.
An examination of current literature which shows the operation of sex-role stereotyping at all levels of education and suggests how the schools can be an important laboratory for change.

AUDIO-VISUAL MATERIALS

Anything You Want to Be. Liane Brandon, 1971. (Released in Canada by Marlin Motion Pictures.) B/w, 16 mm, 8 min.
This is a tragi-comic look at society's expectations and their effect on a young girl's aspirations. It is funny, sad, and thought-provoking.

How to Make a Woman. Polymorph Films, 1972. (Released in Canada by Viking.) Colour, 16 mm, 60 min.
This caricature of a woman growing up illustrates the forces that mould her.

Women Up the Career Ladder: Recognizing New Patterns. UCLA Media Centre, 1972. B/w, 16 mm, 30 min.
This film is designed to heighten awareness and provoke discussion about problems faced by women and by men when women climb the career ladder.

The Fable of He and She. Learning Corp., 1974. (Released in Canada by Marlin Motion Pictures.) Colour, 16 mm, 8 min.
In this highly artistic production, presented in fable form, the *he's* are blue and the *she's* are pink creatures inhabiting a mythical island. They learn that occupations are readily interchangeable amongst them, regardless of their colour.

51%. Cally Curtis, Hollywood, California, 1971. (Available in Canada from Cinema Images, Division of International Tele Films.) Colour, 30 min.
This film examines the careers of three women and the ways they are affected by the attitudes and prejudices of their supervisor and colleagues.

A Matter of Choice. Federation of Women Teachers' Associations of Ontario, Toronto, 1975. (Available from Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario.) Colour, 15 min.
This film describes the different treatment accorded to boys and to girls in our society, and the effect of this treatment on the choices they make as adults.

The Visible Woman. Federation of Women Teachers' Associations of Ontario, Toronto, 1975. (Available from Federation of Women Teachers' Associations of Ontario, 1260 Bay Street, Toronto, Ontario.) Colour, 30 min.
This film relates the history of women's rights in Canada from 1890 to the present.

I Is for Important. Far West Labs, University of California, Berkeley, Cal., 1972. (Available from International Tele Films, Toronto.) Colour, 10 min.
This film consists of a number of brief scenes that concentrate on sex-role stereotyping in social interaction and its expression in schools.

Learning to Read Between the Stereotypes. The Board of Education for the City of Toronto, Language Study Centre, Toronto, 1975. (Available from the Board of Education for the City of Toronto.) Colour, 20 min.
The film illustrates the sex-stereotyping commonly found in children's readers and considers its possible impact on children.

Working Mothers. National Film Board, Montreal, 1974. (Available from National Film Board, 1 Lombard Street, Toronto.)
This is a series of films about working mothers and the problems they encounter at home and on the job. The series was developed as part of the Challenge for Change Program.
It's Not Enough. 16 min., col.
Would I Ever Like to Work. 9 min., col.
They Appreciate You More. 15 min., col.
Mothers Are People. 8 min., col.
Tiger on a Tight Leash. 8 min., col.
Like the Trees. 15 min., col.
Extensions of the Family. 13 min., col.
Luckily I Need Little Sleep. 8 min., col.
Our Dear Sisters. 15 min., col.
And They Lived Happily Ever After. 15 min., col.
The Spring and Fall of Nina Polanski. 6 min., col.

DOCUMENTS AND ARTICLES

Information Canada.
Report of the Royal Commission on the Status of Women in Canada.
Ottawa: Information Canada, 1970.

Young, Filson A. "School Counsellors and Sex Bias in Career Planning". *The School Guidance Worker* (November/December 1974): pp. 29-33.

Shields, Barbara.
"How Can I Ask for Help When I Don't Even Know I Need It?: The Changing Counselling Needs of Female Students". *The School Guidance Worker* (September/October 1974): pp. 31-34.

Ontario Status of Women Council: Annual Report, 1974. Ottawa: Queen's Printer, 1974.

Young, Connie. "Sexual Identity and Sexual Roles". *The School Guidance Worker* (May/June 1974): pp. 23-28.

Oliver, Laurel W. "Counselling Implications of Recent Research on Women". *Personnel and Guidance Journal* 53 (February 1975): pp. 430-437.

Ontario Status of Women Council. *About Face: Towards a Positive Image of Women in Textbooks. About Face: Towards a Positive Image of Women in Advertising.* (Available from Ontario Status of Women Council, Toronto.)

Broverman, Inge K.; Broverman, Donald M.; Clarkson, Frank E.; Rosenkrantz, Paul S.; and Vogel, Susan R. "Sex-Role Stereotypes and Clinical Judgments of Mental Health". *Journal of Consulting and Clinical Psychology* (February 1970):pp. 1-7.

Maccoby, Eleanor, and Jacklin, Carol Nagy.
"What We Know and Don't Know About Sex Differences: Myth, Reality and Shades of Grey". *Psychology Today* (December 1974): pp. 109-112.

OTHER RESOURCES

The Women's Kit. Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario.

Options: Non-Sexist Schools (Program No. 11908). Ontario Education Communications Authority, VIPS, 2180 Yonge Street, Toronto.

Free to Be You and Me. McGraw-Hill, Toronto. This phonograph record features ballad-type songs by famous artists, drawing attention to sex stereotyping.

Non-Sexist Curricular Materials for Elementary Schools. British Columbia Teachers' Federation, Vancouver, B.C. Booklet of activities for teachers of elementary schools.

Women in Canada: See, Hear, Now! Prentice-Hall, Toronto. A filmstrip and cassette tape kit describing the careers of many fascinating Canadian women of the past and present.